



**October 9, 2013**

## **Achievement and Accountability Workgroup Meeting Highlights**

During this AAW meeting, members discussed ESSB 5491 via a morning webinar and E2SSB 5329 via an afternoon webinar. AAW members were asked to provide feedback and ask questions via the webinar chat tool, participate in polls, fill out a post-webinar survey, suggest revisions to draft rules for E2SSB 5329, and were invited to participate in a follow-up teleconference if interested. Feedback from all of those sources will be used in the creation of a AAW feedback report. Each member will have the opportunity to review and contribute to the feedback report prior to publication.

### **ESSB 5491 Morning Webinar**

ESSB 5491 tasks the State Board of Education, Office of Superintendent of Public Instruction, the Workforce Training and Education Coordinating Board, the Washington Student Achievement Council, and the Educational Opportunity Gap Oversight and Accountability Committee with submitting a report, by December 1, 2013, outlining “the status of each indicator,” and establishing “baseline values and initial goals” for the education system. The legislation also allows for recommendations on “revised performance goals and measurements,” as the agencies go through the learning process of implementing the legislation.

#### **Guiding Principles**

1. The state’s role is important, but also limited in important ways
2. The goal is not always obvious
3. Improvement takes time
4. Improvements take resources
5. System alignment remains a goal
6. Our first effort is a “Beta” version

#### **“Realistic but Challenging” Goal Targets**

Guiding goals for implementation of ESSB 5491:

- Close the Achievement Gap within the PK-12 system
- Career and College Readiness for All Students

While 2020 is the target for this initial set of indicators and measures, staff fully realize this state is significantly changing the academic standards (what a child is expected to know and be able to do) for each grade level as Common Core State Standards (CCSS) are implemented. CCSS will be implemented statewide in 2014-15. The first high school graduating class that will

encounter CCSS for the duration of their K-12 experience will be the class of 2027 (Kindergartners in 2014-15).

For this initial 2020 Vision, application of these Goal Targets to the indicators is based on the overall “rule” of reducing the gap between the baseline and the target by one-half (50%) by 2020.

- The target is 100% for achievement, graduation rate, and post-secondary education or employment.
- The target is 0% for remediation (no remediation).

#### Presentation of Proposed Application of the Goal Targets: Indicators and Goals

- Specific indicators and a discussion of its current state
- Its comparability across the nation
- Two “baseline” data points: a two-year average and the latest year result
- Five-Year Trend: using historical data (where available), the change per year as measured with a linear trend. This change is in “percentage points per year”.

Tables were provided with specifics of the application of the goal target to each indicator—showing the resulting 2020 endpoint and the first two steps (2013-14 and 2014-15).

## **E2SSB 5329 Afternoon Webinar**

Staff presented on the draft rules for E2SSB 5329. These rules address the following:

- New features of Required Action District (RAD) Level II required action process
  - The role of the Education Accountability System Oversight Committee and the Required Action Plan Review Panel
  - Collaboration of SPI and the local school board on Level II required action plans; if they cannot agree, SPI submits a plan
- Assignment of districts to Level II required action status
- Guiding principles to inform and guide OSPI in the accountability system design and implementation

Staff received feedback on:

- Issues with support provided to RADs
- Consideration of new RADs
- Issues with timelines between steps in the RAD process
- When districts will need the RAD plan
- Developing exit criteria
- Requesting flexibility on the normative measure of bottom 5%
- Issues with the transition to Common Core
- Recognition and replication of successful practices